

Kowanyama State School

Queensland State School Reporting

2014 School Annual Report



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|----------------|-------------------------------------|
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Principal's foreword

Introduction

Kowanyama State School is a Pre-Prep – Year 10 remote indigenous community school on the Gulf of Carpentaria in Far North Queensland with an enrolment of approximately 205 students. Situated 600km north west of Cairns the community of approximately 1200 people is isolated during the wet season each year. Access to the school and community at this time is only by plane. During the dry season (latter half of the year) vehicle access can occur, but only if the roads are passable. This isolation has an impact of student mobility during the year. Once roads become passable and families are able to drive to Cairns or Mareeba, student attendance can become irregular.

Our school annual report contains the following:

- An overview of our school, our students
- Our distinctive curriculum offerings , extra-curricular activities and integration of Information and Communication Technology
- An overview of the social climate of the school, stakeholder satisfaction and opportunities to involve parents in their child's education
- Our teachers' qualifications and a summary of professional development undertaken by our teaching staff
- Student performance results and key outcomes

Please contact the Principal if further information is required, or access the school's website.

www.kowanyamss.eq.edu.au

School progress towards its goals in 2014

Priority 1: Improving teaching

- Strategy 1.1: Explicit Teaching Model adopted and applied consistently in every class
- Strategy 1.2: Explicit procedures for the monitoring of classroom expectations through classroom walk throughs, observations, coaching and feedback
- Strategy 1.3: Maintain the school's focus on consolidation as part of the Explicit Teaching Model
- Strategy 1.4: Maintain a commitment to uninterrupted Literacy and Numeracy blocks
- Strategy 1.5: Implement differentiated coaching to concentrate support where most needed
- Strategy 1.6: All staff engage with a mentor / coach for classroom observations and feedback
- Strategy 1.7: Increase the instructional capability of all leaders to coach
- Strategy 1.8: All staff to be trained in Essential Skills for Classroom Management
- Strategy 1.9: All staff engage in Classroom Profiling at least once every Term
- Strategy 1.10: Continued implementation of contextualised C2C units and Language for Learning units
- Strategy 1.11: Maintain relevance of C2C units through ongoing review
- Strategy 1.12: Use Improving Teacher System for teacher self-reflection
- Strategy 1.13: All staff to differentiate curriculum using "Differentiation at Kowanyama"
- Strategy 1.14: Differentiated and scaffolded teaching based on identified needs of students
- Strategy 1.15: Flexible Learning Plans established for relevant students and learning areas
- Strategy 1.16: Selected Teacher Aides to participate in Certificate III in Early Childhood
- Strategy 1.17: Staff Professional Development to focus on the development of Literacy, Numeracy and reading skills
- Strategy 1.18: Prioritise opportunities for all students to participate in meaningful and continuous learning engagement in line with MSSWD/QSIL
- Strategy 1.19: Review existing Pedagogical Framework to ensure alignment with Regional expectations

Priority 2: Refining and embedding data based decision making

- Strategy 2.1: Further embed and refine data collection processes to improve access to data for staff, students and families
- Strategy 2.2: Staff to further develop their skills of data analysis to inform their teaching programs and practices
- Strategy 2.3: Continued monitoring of student progress through the use of data to support individualised (differentiated) instruction
- Strategy 2.4: 5 weekly data collection cycle will inform decision making on strategies, pedagogy and individual student learning plans
- Strategy 2.5: Value add to audited data to improve quality and compliance
- Strategy 2.6: Implement the FNQ Maths Assessment Tool
- Strategy 2.7: Reading data walls and Literacy and Numeracy targets serve as a constant reminder for staff and students to maintain their focus
- Strategy 2.8: Involve teachers in PAT assessment training

Priority 3: Refining and embedding Planning and Accountability Systems at all leadership levels

- Strategy 3.1: Refine Line Management System with Leadership Team. All teachers engaged in Line Management with published agendas and priorities
- Strategy 3.2: Leadership develop relevant AAPs and update progress every Term
- Strategy 3.3: All teachers develop Performance Plans in response to identified priorities
- Strategy 3.4: Individual Professional Development Learning Plans developed by all staff clearly align with school priorities
- Strategy 3.5: An Annual Professional Development Plan will be established with clearly embedded objectives and outcomes
- Strategy 3.6: Risk Assessments will be completed appropriately for all extreme and high risk curriculum activities
- Strategy 3.7: Variations to School Routine to be mandated on OneSchool
- Strategy 3.8: Implementation of FNQ Systems on Attendance, Improving Teaching and Behaviour Management
- Strategy 3.9: Schedule the administration of the Control Self-Assessment Tool

Priority 4: Connecting parents and caregivers with their children's learning

- Strategy 4.1: Provide meaningful opportunities for parents and community members to be kept informed on school goals and priorities
- Strategy 4.2: Ensure the school's Vision, Motto and Matrix are understood and owned by the community through regular promotion and celebrations
- Strategy 4.3: Revisit and review the Charter of Expectations
- Strategy 4.4: Individual classes connect with parents and community members through participation in community events at least once per Term
- Strategy 4.5: Continue to access the skills of Elders and others in the community to deliver a Cultural Education Program
- Strategy 4.6: Strengthen links with the Community Justice Group and Council to establish a functional Kowanyama School Council (P&C Association)
- Strategy 4.7: Continue to promote the Community Library as part of the school's Resource Centre
- Strategy 4.8: Promote Adult Literacy (Reading) classes for interested adults in the community
- Strategy 4.9: Continue to promote Wednesday Afternoon Study Classes
- Strategy 4.10: Maintain a relevant and meaningful school website
- Strategy 4.11: Continue to offer Support-a-Reader workshops for interested adults in the community

Strategy 4.12: Maintain Individual Learning Plans for every student

Strategy 4.13: Implement Pathways Program for all students from Year 10 -12

Strategy 4.14: Offer alternate pathways including VET options for secondary students

Strategy 4.15: Information sessions explaining transition of Year 7 into Secondary conducted throughout the year

Strategy 4.16: Natural integration of Year 7 activities included as part of regular Secondary program

Priority 5: Maximising Attendance

Strategy 5.1: Embed protocols for Lateness; Minor Absences (1-2 Days) and Chronic Absences (3 days)

Strategy 5.2: Attendance data walls displayed and used in every classroom as well as prominent locations around school

Strategy 5.3: End of Term celebrations for students who reach 90% attendance in Semester 1 and 95% in Semester 2

Strategy 5.4: Weekly attendance data analysis and feedback to staff on progress

Strategy 5.5: Continue weekly class trophy for best attendance

Strategy 5.6: Make attendance expectation explicit to parents and community agencies and stakeholders

Strategy 5.7: Promote the engagement of parents, community agencies and stakeholders to maximise attendance outcomes

Strategy 5.8: Short term communication with high attending students and their families

Strategy 5.9: Promote and support a community Breakfast Club as a means of encouraging school attendance

Strategy 5.10: Continue to employ Community Liaison Officers to work and communicate with individual families

Strategy 5.11: Foster closer ties with local Police Officers, Community Police Officers and Local Justice Group

Priority 6: Literacy and Numeracy Improvement

Strategy 6.1: Implement School Spelling Program across all year levels

Strategy 6.2: JEMMS and EMMS followed in Years 3 – 10

Strategy 6.3: Rigorous Reading Programs in place across all year levels

Strategy 6.4: Comprehensive and challenging reading/learning goals based on agreed data sets

Strategy 6.5: Literacy and Numeracy will continue to be the focus of all observed Explicit Teaching Lessons

Strategy 6.6: Five weekly data collection cycle and monitoring of student improvement

Strategy 6.7: Reading data walls and targets displayed in every classroom and staffroom

Strategy 6.8: Set benchmarks and targets that challenge Regional benchmarks and targets in all aspects of Literacy and Numeracy

Strategy 6.9: A revised NAPLAN Plan implemented in Terms One and Two

Strategy 6.10: Improve school performance in Upper 2 Bands in all aspects of Literacy and Numeracy through effective use of existing personnel

Strategy 6.11: Moderation practices to support consistency of teacher judgement about assessment data

Strategy 6.12: Afternoon Study Classes continue to be promoted throughout the year

Priority 7: School-wide Positive Behaviour Support

Strategy 7.1: Further development of SWPBS throughout the year

Strategy 7.2: Behavioural data analysis available for review every 5 weeks to identify target improvement areas and strategies

Strategy 7.3: Positive behaviour data walls displayed in every classroom

Strategy 7.4: Continue with Focus of the Week - weekly incentives for best class

Strategy 7.5: Continue to fund Behaviour Support Teacher and Community Liaison Officers and promote their roles within the community

Strategy 7.6: Timetable all classes into scheduled Parade Performances using the Weekly Focus as a theme

Strategy 7.7: Focus on Student – Teacher Relationships, Differentiation and a Social Skills Program

Future outlook

Priority 1: Improving teaching

Maintain the school's focus on consolidation as part of the Explicit Teaching Model
 Maintain a commitment to uninterrupted Literacy and Numeracy blocks
 Implement differentiated coaching to concentrate support where most needed
 All staff engage with a mentor / coach for classroom observations and feedback
 Increase the instructional capability of all leaders to coach
 Use Improving Teacher System for teacher self-reflection
 Differentiated and scaffolded teaching based on identified needs of students
 Flexible Learning Plans established for relevant students and learning areas
 Selected Teacher Aides to participate in Certificate III in Early Childhood
 Prioritise opportunities for all students to participate in meaningful and continuous learning engagement in line with MSSWD/QSIL

Priority 2: Refining and embedding data based decision making

Staff to further develop their skills of data analysis to inform their teaching programs and practices
 Value add to audited data to improve quality and compliance
 Implement the FNQ Maths Assessment Tool
 Involve teachers in PAT assessment training

Priority 3: Refining and embedding Planning and Accountability Systems at all leadership levels

Leadership develop relevant AAPs and update progress every Term
 All teachers develop Performance Plans in response to identified priorities
 Individual Professional Development Learning Plans developed by all staff clearly align with school priorities
 Variations to School Routine to be mandated on OneSchool
 Implementation of FNQ Systems on Attendance, Improving Teaching and Behaviour Management
 Schedule the administration of the Control Self-Assessment Tool

Priority 4: Connecting parents and caregivers with their children's learning

Revisit and review the Charter of Expectations
 Individual classes connect with parents and community members through participation in community events at least once per Term
 Continue to access the skills of Elders and others in the community to deliver a Cultural Education Program
 Strengthen links with the Community Justice Group and Council to establish a functional Kowanyama School Council (P&C Association)
 Continue to promote Wednesday Afternoon Study Classes / Reading Groups
 Maintain Individual Learning Plans for every student
 Implement Pathways Program for all students from Year 10 -12
 Offer alternate pathways including VET options for secondary students

Priority 5: Maximising attendance

Embed protocols for Lateness; Minor Absences (1-2 Days) and Chronic Absences (3 days)
 Attendance data walls displayed and used in every classroom as well as prominent locations around school
 End of Term celebrations for students who reach 90% attendance in Semester 1 and 95% in Semester 2
 Promote the engagement of parents, community agencies and stakeholders to maximise attendance outcomes
 Promote and support a community Breakfast Club as a means of encouraging school attendance
 Foster closer ties with local Police Officers, Community Police Officers and Local Justice Group

Priority 6: Literacy and numeracy improvement

Implement School Spelling Program across all year levels
 Rigorous Reading Programs in place across all year levels
 Reading data walls and targets displayed in every classroom and staffroom
 Set benchmarks and targets that challenge Regional benchmarks and targets in all aspects of Literacy and Numeracy
 A revised NAPLAN Plan implemented in Terms One and Two
 Improve school performance in Upper 2 Bands in all aspects of Literacy and Numeracy through effective use of existing personnel
 Moderation practices to support consistency of teacher judgement about assessment data

Priority 7: School-wide positive behaviour support

Continue with Focus of the Week - weekly incentives for best class
 Continue to fund Behaviour Support Teacher and Community Liaison Officers and promote their roles within the community
 Timetable all classes into scheduled Parade Performances using the Weekly Focus as a theme
 Focus on Student – Teacher Relationships, Differentiation and a Social Skills Program

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Preschool – Year 10

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 165 | 85 | 80 | 91% |
| 2013 | 172 | 85 | 87 | 88% |
| 2014 | 201 | 105 | 96 | |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The majority of students at Kowanyama State School are Indigenous (98%). Teachers need skills in teaching ESL (English as a Second Language) students. We have a significant number of students with hearing impairments and we work with other government agencies to ensure the best outcomes for our students. At the end of Year 6, the majority of students transition to boarding schools across Queensland. The wider school community endorses the transition model and a support team is in place to assist students and their families through this process. The Transition Support Team also supports students who have returned to community as a result of difficulties encountered at boarding school.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|------------------------|------------------------|------------------------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 16 | 17 | 22 |
| Year 4 – Year 7 Primary | 17 | 19 | 18 |
| Year 7 Secondary – Year 10 | | | 10 |
| Year 11 – Year 12 | «ClassSize_D_201 2» | «ClassSize_D_201 2» | «ClassSize_D_2 014» |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 222 | 147 | 144 |
| Long Suspensions - 6 to 20 days | 9 | 16 | 3 |
| Exclusions [#] | | 1 | |
| Cancellations of Enrolment | | | 6 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Individual Profiling and diagnostic tools
Work experience
Inter-cultural investigations around local language and culture
Decoding Strategies with Secondary students
Jolly Phonics

Extra curricula activities

Extra-curricular activities are offered in sport (with a special focus on AFL), the Arts and community involvement. Competitions are frequently used to reward and celebrate student learning, attendance and behaviour. The school hosted two other schools from NSW and Victoria during the year from. The visiting students worked with other classes during their time with us. Participating in a number of cultural activities.

How Information and Communication Technologies are used to assist learning

Computers are available as tools for learning throughout various curriculum areas. Teachers work to integrate the use of technology in meaningful ways in order to ensure purposeful learning. The school has a significant level of ICT infrastructure in place and abundant provision of computers throughout the school, both in classrooms as well as in areas such as the library. Additional I Pads were once again purchased to supplement the twenty I Pads purchased in 2014 for individual and whole class use. These are located in each classroom. The school prepares an annual ICTs for Learning Agreement in which both pedagogical and resource development directions are determined for the year ahead. This ensures a planned approach to this area of the school's operations.

Social Climate

Kowanyama State School is a school dedicated to the support of its students so that they can have successful futures. We aim to develop healthy students who are self-disciplined, socially responsible, resilient, respectful and proud of their culture whilst being tolerant of other cultures. Our school responds swiftly to any suggestion of bullying, with our weekly focus and assembly items using this as a theme on a regular basis. On exiting our school, our students should be able to live, work and continue to learn in a range of environments as responsible citizens who can make independent decisions. We strive for excellence and celebrate the successes of our students. Traditional Technologies as well as Rock and Water programs are a focus in the school. Additionally, links are established with other government agencies that support children. The school is strongly supported by the Kowanyama Justice Group and the Local Council. Our teachers are a dynamic group of educators who are generally recruited through the Partners for Success strategy. Our Responsible Behaviour Plan for students has been implemented with success with many positive impacts taking place throughout the school as a result of the School Wide Positive Behaviour Support Plan.

Parent, student and staff satisfaction with the school

| Performance measure | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 100% | 100% | |
| this is a good school (S2035) | 100% | 100% | |
| their child likes being at this school* (S2001) | 100% | 100% | |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

| Performance measure | | | |
|---|------|------|-------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 97% | 94% | 94.1% |
| they like being at their school* (S2036) | 100% | 100% | 100% |
| they feel safe at their school* (S2037) | 97% | 100% | 100% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 84% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 93% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 94% | 100% | 100% |
| their school takes students' opinions seriously* (S2043) | 87% | 71% | 91% |
| student behaviour is well managed at their school* (S2044) | 84% | 59% | 83.2% |
| their school looks for ways to improve* (S2045) | 84% | 59% | 92.7% |
| their school is well maintained* (S2046) | 84% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 90% | 94% | 97% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 100% | 100% |
| staff are well supported at their school (S2075) | | 100% | 100% |
| their school takes staff opinions seriously (S2076) | | 100% | 100% |
| their school looks for ways to improve (S2077) | | 92% | 100% |
| their school is well maintained (S2078) | | 92% | 93% |
| their school gives them opportunities to do interesting things (S2079) | | 100% | 100% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We value our place as the only school in the community and demonstrate this by:

Having an "open door" school where parents and community members are always welcome.

Communicating by school newsletter and focus groups as needed with oral, face to face communication as the most effective method.

Various parent and community meetings are held throughout the year. When necessary, the school bus is used to transport participants to and from meetings.

The school hosts a number of BBQ events each year in order to meet parents and extended family members on a social level and to introduce the new teachers. These events are also held in conjunction with parent/teacher interviews and reporting as well as at the annual awards night.

Reducing the school's environmental footprint

Although Kowanyama State School has solar power installed, it is yet to be connected to the grid. Since 2012, procedures were in place to reduce emissions from waste disposal. There has been a regular plan to replace less energy efficient air-conditioning units with energy efficient options. There has been school-wide encouragement of staff to turn off electricity and conserve power as much as possible. Kowanyama State School has developed linkages to a variety of resources aimed to reduce power consumption.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 165,557 | 0 |
| 2012-2013 | 163,089 | 0 |
| 2013-2014 | 155,022 | 0 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

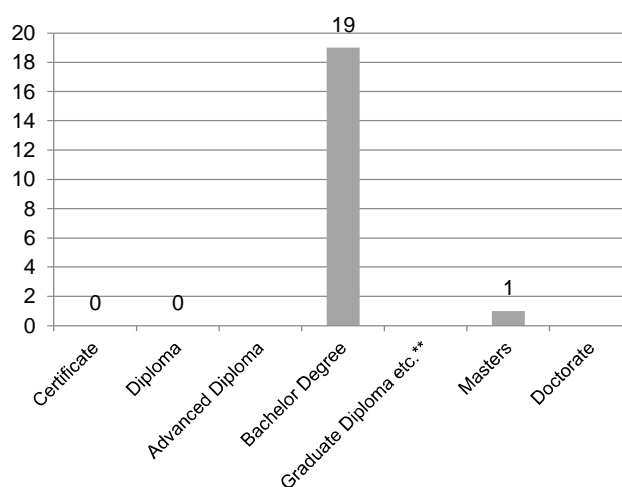
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 19 | 16 | 14 |
| Full-time equivalents | 19 | 1 | 1 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | |
| Bachelor Degree | 19 |
| Graduate Diploma etc.** | |
| Masters | 1 |
| Doctorate | |
| Total | 20 |



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$50K

The major professional development initiatives are as follows:

Classroom Profiling

CY Science

Explicit Teaching with a focus on Consolidation

School Wide Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 97% | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 69 % of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

| Student attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 75% | 77% | 75% |

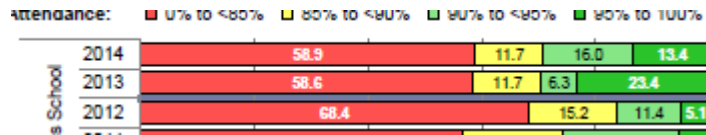
The overall attendance rate in 2014 for all Queensland «Sch_Sector» schools was «Att_Sector_2014».

| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2012 | 79% | 81% | 80% | 75% | 75% | 72% | 78% | 71% | 63% | 35% | | |
| 2013 | 77% | 83% | 76% | 80% | 81% | 79% | 75% | 74% | 68% | 57% | | |
| 2014 | 78% | 84% | 77% | 79% | 75% | 82% | 75% | 50% | 56% | 51% | | |

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Marking of attendance roll by classroom teacher is every learning session using ID ATTEND

Roll summary is live and up to date through ID ATTEND

Absence of two days or a query from the teacher about patterns of absences is discussed with the Deputy Principal. The teacher follows the process and then completes communication actions in ONESCHOOL

Absence Protocols:

Student absent for 2 days. Classroom Teacher completes one of the three forms of communication.

Letter to be completed and given to front office

All communication must be documented in ONESCHOOL within the contacts section of the Individual's profile

Office to be notified on explanation of unexplained absences for OneSchool data entry

If the Teacher has no response after communicating with the parent/guardian the Deputy Principal must be informed.

Deputy/Community Liaison/Behaviour Support to complete home visit

If the student is still not attending school after communication from Administration then other support network will be informed e.g. School Guidance Officer, Police, Community Justice Group

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

. Attendance:

After an average rate of 69.9% in 2013, the school's attendance rate in 2014 was 75.2%. Attendance rates for %.

Attainment:

Reasons behind the increased gap in Reading, Writing and Numeracy results can be attributed to a small cohort of students participating in the Year 9 NAPLAN tests.

Retention:

Most Kowanyama parents elect to send their children to boarding school at the beginning of Year 7. These Boarding Schools are located across Queensland. Some students make application for scholarships to boarding school and are successful in their application. The school works closely with the Transition Support Unit to assist students in their transition from Kowanyama to boarding school. Support is also provided for students during their time away from community at boarding school.